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ABSTRACT

This report describes the development, implementation, and evaluation of the Home Secrets Program, in which parents of Head Start through fourth-grade students are invited to work with their children at home using a packet of teacher-developed activity sheets. Packets are available for each grade level; to receive them, parents must attend meetings to review activities, discuss the rationale for the activities, and address questions to the group leader. After a description of the program, discussion focuses on factors affecting implementation, both in school districts and in Head Start settings. The planning of parent-training sessions is also discussed. As described in the report, impact was evaluated in terms of the program's ability to meet major objectives and the probability of program continuation. Findings are discussed along with the results of informal surveys of teachers and parents. In conclusion, recommendations are offered for participating school districts and Head Start centers. Related materials, including a trainer's guide and evaluation tally sheets, are appended. (RH)

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HOME SECRETS

Basic Educational Skills Project

Toppenish School District
Toppenish, Washington

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The following teachers, parents and administrators assisted in some way with the program. We are not able to list all three hundred parents who tried it the first time, but our thanks go to them too.

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INTRODUCTION AND HISTORY

The philosophy of the Basic Educational Skills Project is based on the belief that education should be a cooperative process involving the home and the school. Even though some parents' participation in this process may be limited, parents do care about the success of their children in school. Schools can and should provide a positive atmosphere and offer programs that encourage parents to make effective contributions to their child's education both at home and school. The teachers, parents and staff of the BES project wanted to assist the two Head Start centers and the four elementary schools of the Toppenish School District implement a program which would encourage and support parents to participate in a program suitable to the parents' needs, time, interests and skills and that would demonstrate to the children that the parents valued learning.

The Home Secrets program is a NDN Parent Involvement program which was adopted in the Fall of 1980 by the BES project from the Tulare California Follow Through Resource Center. BES received recommendations to adopt the program from the Parent Involvement Task Force. (P.I.)

The P.I. Task Force agreed that Tulare's philosphy was similar to that of the BES project. The Parent Involvement component of the Tulare Follow Through Center offered a plan for effectively organizing parents and utilizing their talents in the school instructional programs. The BES site believed that by implementing the program, more parents could become more active participants in the education process and could assume greater responsibility in helping their children learn at home and school.

Home Secrets in Tulare evolved as a way of encouraging parents who were already involved in the classroom to keep doing what they had been trained to do, realizing it was also a good outreach program for parents who had not been involved with the school. For

this reason the BES program adopted Home Secrets, and in Toppenish the staff felt that recruitment would be aimed more towards parents who had not been involved with the school or classroom before. BES and classroom teachers would encourage parents to participate in this less threatening way, yet support them and offer them an opportunity to gain skills and confidence to share their time and talents in the classroom as future instructional volunteers or in other ways in the school.

During the school year of 1980-81 two 5-week cycles of Home Secrets were implemented in Toppenish. The first Home Secret packets were developed in January of 1981 by 40 of the 47 teachers who had decided to participate in the first cycle of Home Secrets. An unexpected large number of parents responded which required a great amount of work in a short period of time. Almost 400 indicated they wished to participate and over 300 actually did.

Planning and evaluation of the program included consideration of how the building staff could provide the program, once started, after BES staff were gone. Also, evaluation included collection of data and information which would indicate whether our objectives were met. These included the following:

- Number of participating parents and children.
- Personal contact with teachers and parents and their statements.
- Evaluation of each activity and percentage of positive evaluations.
- Amount of time spent by parents and children at home.
- Evidence of more communication between home and school.

Because Home Secrets in 1981 was evaluated as being successful and worth the time involved, it was decided to implement one 7-week cycle of Home Secrets in 1982.

During the summer of 1981 parent evaluations of the activities were reviewed and packet activities were revised for the 1982 cycle. In an effort to institutionalize Home Secrets, a more active role by building principals, supervisors, and staff occurred in the 1982 Home Secret cycle. Each school building staff had a more active role in preparing their grade level packets and conducting the parent training sessions. After meetings with principals, supervisors, and each building staff, the first notice to parents went out on January 11, 1982. Parent sessions dates were set and teachers and parents recruited to plan and conduct the parent sessions. Two hundred and thirty-five children participated in the 7-week program, doing two activities per week.

Purpose

The purpose of the Home Secrets Program in Toppenish has been to provide parents with an opportunity to interact with their children at home. While doing the Home Secret activities, parents can demonstrate to their children that they value learning and that they are interested in what they, the children, are learning. Also, because the activities are designed to be enjoyable activities rather than "homework," parents can also demonstrate to their children that learning can be fun.

Objectives

Objectives for the Home Secrets program could be any combination of some of the following, depending on the needs of a given school. The Toppenish BES site selected oral language to be the main curriculum focus of the Home Secrets activities; however, any focus, such as math, science, reading, etc., can be selected. The Toppenish BES site selected the following objectives for its Home Secrets Program and prioritized them as indicated:

1. To provide parents an opportunity for positive interaction with their children on school related activities.
2. To offer children a chance to practice their oral language skills at home and parents ways to demonstrate that they value this.
3. To improve the link between home and school.

The BES staff felt that although the activities would be reinforcing skills taught in school, the program's main focus at the Toppenish site would be in the interaction between the child and parent. Children would be practicing skills at home but at the same time parents would be demonstrating that they value learning and that they ae interested in what the children are learning. Also because the activities were designed to be enjoyable activities rather than "homework" activities, parents would also be showing their children that learning can be fun.

Objectives for the Home Secrets program could be any combination of some of the following, depending on the needs of a given school.

1. Provide meaningful activities to do at home.
2. Improve parent-teacher communications.
3. Increase awareness in parents about specific classroom activities.
4. Help parents demonstrate that they value learning.
5. Help parents interact with children about school-related activities in a positive way.
6. Involve more parents in their child's education.
7. Introduce parents to teaching techniques.
8. Increase parent understanding of the learning process.
9. Provide activities that are "fun" for both parent and child.
10. Provide activities that assist in remediation with a given child.
11. Provide activities to enrich child's learning.
12. Provide a non-threatening way for parents to begin being more involved in their child's education.

13. Increase student motivation in a particular area.

14. Assist in identification and recruiting of parents for other programs.

15. Provide parent-student activities to increase parent awareness of specific, grade level appropriate subject area concepts and approach.

16. Support parents to keep working with their children at home.

PROGRAM DESCRIPTION

The Home Secrets program is a set of teacher-developed model activities for parents and children to do at home. The activities are usually done twice a week for 5 to 7 weeks, on a one-to-one basis. Activities include word games, puzzles, stories, art activities, writing, math and others. The Toppenish BES site selected Oral Language to be the main curriculum focus of the Home Secrets activities. However, any focus such as math, reading, or science can be selected to fit a particular school's interest or need. On the average, each activity was developed to last 10 or 15 minutes. The Home Secret packet includes the numbered activity sheets, which correspond to the secret number the teacher sends home. Also included are most of the materials needed to complete the activities such as paper, pencil, and scissors.

The Home Secrets program requires the cooperation of several groups of people. Their cooperation in implementing Home Secrets is a process which can improve home and school communications. Specific roles and expectations are necessary. BES assisted in the definition of these roles for the 1st year of implementation. For the principals, teachers and parents they are summarized below:

Principals & Supervisors

1. Provide teacher time to develop activities.
2. Support dissemination of information.

Parents

1. Attend parent training session.
2. Do and return Home Secrets activity sheets.

Teachers

1. Provide and develop ideas for Home Secrets activities.
2. Distribute Secret Numbers and collect returned activity sheets.

BES

1. Provide training to parents.
2. Coordinate preparation and assembly of Home Secrets packets.
3. Follow up and evaluate the program with teachers and parents.

In the Home Secrets Program parents of Head Start through grade 4 children are invited to work with their children at home using a packet of teacher-developed activity sheets. Each grade level has its own specific packet of activities.

The program operates in cycles. It is recommended that a Home Secret cycle be 5-7 weeks long. The activities are usually done twice a week on a 1 to 1 basis (parent/child). Each activity has been developed to be 10-15 minutes long. Activities include color and shape games, cut/trace/paste activities, word games, stories, writing, health, math activities, and others.

The Home Secrets packet includes the numbered activity sheets which correspond to the "secret number" the teacher sends home two times per week. Also included in the packet are most of the materials needed to complete the activities, such as paper, pencil, scissors, etc.

In order to receive the Home Secrets packet, parents must attend the Home Secrets parent session. At this session parents review each activity, discuss the rationale for the activities, and any questions parents may have are answered by the group leader.

During the past three years BES, EPIC Head Start Centers, and the elementary schools of the Toppenish School District have implemented four cycles of Home Secrets (two cycles in 1981, one in 1982, and one in 1983).

The first Home Secret packets were developed in January of 1981 by 40 of the 47 teachers (Head Start and school district) who had decided to participate in the first cycle of Home Secrets. Each year the program has been evaluated by teachers and parents and necessary revisions of the program and the packet activities have been made.

Procedures

There are four major areas to consider when implementing the Home Secrets Program: (1) planning the program; (2) preparation for the parent sessions; (3) parent-child interactions; and (4) evaluation and refinement of the program. The steps outlined on the following pages were followed by the Toppenish BES site during the past three years of implementing the Home Secrets Program.

Decisions/Planning the Program
1. Principals are oriented to Home Secrets - decision is made as to whether they would like their building staff to participate. 2. Teachers are oriented to the program - decision is made as to whether or not they would like to participate. 3. Parent Preparation Sessions are tentatively scheduled. Public relations, news articles, radio spots, meetings are used to promote participation. 4. All participating teachers assist in developing Home Secrets activity sheets for their particular grade level. a. editing c. translation b. printing
Preparation for the Parent Sessions
5. Explanation and invitation to participate in Home Secrets are sent home to parents of students in classroom of the participating teachers. 6. Once parent invitations are returned and numbers involved are known, packets are developed by duplicating refined activity sheets, purchasing materials and putting it all together in the packets. The Parent Session dates and time are finalized.

7. Notes and reminders are sent home to parents who want to participate informing them of the parent preparation sessions date, place, and time.
8. Parent preparation sessions are held by grade level, packets and procedures are reviewed, packets are taken home.
    a. planning
    b. sign-in
    c. small groups (English & Spanish)
    d. refreshments

Parent-Child Interactions

9. At school, participating children are given "secret" numbers by their teacher.
10. Child gives number to parent.
11. Parent looks in packet for corresponding number.
12. Parent does activity with child.
13. Parent signs activity sheet after doing activity.
14. Parent and child evaluate activity:

    ☺ - Fun ✓ - Easy

    ☹ - Not Fun ✗ - Hard
15. Child takes signed activity sheet back to teacher.
16. This happens twice a week, Tuesdays and Thursdays for five to seven weeks.

Evaluation/Refinement

17. Teachers keep record of activity sheets sent out and returned.
18. Returned sheets are evaluated: some are revised if necessary. (parent input)
19. Program revisions are considered by principals and teachers.
20. Evaluation report is completed: recommendations are stated for the following year.

PLANNING THE PROGRAM

Keys to Planning

1. Analysis of the Factors Affecting Implementation prior to beginning.
2. Clear description of the program materials, structure and roles of participants.
3. Development of a timeline with specific tasks and person responsible.
4. One person assigned as "leader" or coordinator who is accountable.

Public relations suggestions include news articles, newsletter articles, radio/T.V. stories, meetings where announcements can be made ahead of time, visually stimulating notices, reminders, rewards for students returning the initial invitation such as stickers, etc., student-made posters about Home Secrets. Decisions on what works best in your community to obtain the most parent and child interest and the amount of effort involved would be made at this time.

Since many parents attending will not have participated in sessions like this before, it is important to have a relaxed and informal, yet structured event.

During the three cycles of Home Secrets implemented in 1981 and 1982, twenty-four separate grade level parent training sessions were held. All sessions were evening sessions, which worked well for the parents in Toppenish. Because of the large Spanish speaking population in the community, all sessions were also conducted in English and Spanish. The BES staff found that separating the English and Spanish groups worked better than keeping the parents together in the same room and simultaneously translating the content of the training. The parent sessions went much faster, Spanish speaking parents seemed to feel less inhibited and over all interest was held more when the groups were separated.

During the parent session, parents review each activity sheet, talk about the rationale for the activities and any questions parents have are answered. The Home Secrets Procedures and the evaluation system of the activities are reviewed. Parents also observe a role play demonstration of a particular activity by the group leaders and role play with other parents one or two activities. The use of positive reinforcement, talking about what you are doing, and using specific praise are stressed during the parent sessions and role playing demonstrations. Group leaders and assistants included BES core staff members, teachers or specialists of the particular grade level, school aides and, after the first cycle, parents who had completed one cycle of Home Secrets were used as assistants to the group leaders.

Support for parents can be given by identifying a teacher or other school person they can call if they do not receive a number, have a question about an activity or other problem. Support for teachers can be given by providing the numbers to be sent home, a record sheet pasted in the room, by the teacher's desk or door for the teacher to record those sent home and those returned, and a large envelope to put the activity sheets in.

Random spot-checking with teachers and parents often two weeks into the program will enable the coordinator to help teachers with numbers that are not being sent home or returned on time.

Documenting what happened through the record sheets, personal contact with teachers and parents and a survey and thank you note at the end of the program will give enough information to make decisions. Decisions about the quality of the activities, success of the training, amount and quality of communication between home and school or level of achievement of other objectives and the costs involved will determine the changes in next year's program.

Critical Components

Every innovation, every new program, has critical components which define the program. These components are those activities which must occur for the program to be implemented and which must be clearly defined and understood thoroughly by those involved. Following is a list of critical components which should be present for Home Secrets to succeed.

1. A person must be identified as having the role of coordinator. He/she will have assigned responsibilities for planning, activities development, packet assembly, training preparation and training delivery. This person should be sensitive to parents' needs and interests, and show enthusiasm toward the program.

2. The Home Secret activities should be (a) developmentally appropriate, (b) clearly written so parents can understand the directions and (c) list all materials needed for completing the activities.

3. Parents and teachers must know the program has a definite beginning and a definite end. Beginning and ending dates should not be changed once parents and teachers have committed themselves to the Home Secret "cycle."

4. During the recruitment process, teachers must communicate with parents and children and follow through with notices and numbers sent home. This can be achieved by having the teachers involved in promoting and making decisions about the program, and developing the activities.

5. Parents must attend the parent preparation session. One purpose of the parent session is to introduce some teaching and motivation techniques to help parents work effectively with their children. This valuable time with the parents would be lost if parents received the packet without the training.

6. Evaluation of the activities the first year. Activities are designed to be "fun" for parents and children. If parents and children rate a particular activity unfavorably, this activity should be revised or substituted. New activities or format can also be included to make the packet more exciting.

7. Evaluation of the program in terms of the objectives and accomplishments of the activities. Information gathered from the evaluation will be important when planning for the following year or cycle.

Factors Affecting Implementation

Research findings indicate that certain events and circumstances will influence the success of the implementation of any innovation: These are known as factors affecting implementation. Factors affecting implementation must be considered by any school when planning to implement a program such as Home Secrets in order to determine the likelihood of success. Although you do not need all of these to achieve an effective program, the more factors you have working for the program, the more effective its implementation can be. The factors listed below are, on the left, general and applicable to most implementations. The factors listed in the right column are questions specifically related to the Home Secrets program.

General	Specific
1. Need for Change	1a. What is the present parent involvement program? Will a change cause conflict or complement current efforts?
	b. Is it verified that this is what parents, students, and teachers want and need for a specific objective?
	c. Will parents and teachers actually want to participate after oriented to the program?
2. Clarity of Change	2a. Can you insure that participating teachers/administrators know the critical components before the 1st cycle of Home Secrets starts? This included knowledge of their roles, the materials, and beliefs that this will help.
	b. Are some parents involved in planning and decision-making?

General	Specific
3. Materials Quality	3a. Are training materials and Home Secrets packets of good quality?
	b. Simple in language and format?
	c. Unique in some way?
	d. Appropriate for grade level?
	e. Sufficient number to be developed and/or duplicated?
4. History of innovative attempts	4a. Will parents try this "new" idea?
	b. Will coordinator/principal follow through by getting the packets done well and on time.
	c. Will the coordinator/principal make the required personal contacts?
	d. Will the community and other staff support this?
5. Expectations and training skills of principals, teachers, and coordinators	5a. Is training required and/or available for principals/ teachers/coordinators of the program to perform the role of parent trainers?
	b. Have roles, tasks and objectives been shared verbally between principals, teachers, and coordinators?
	c. Is teacher participation strongly encouraged but voluntary?

General	Specific
6. Teacher input and in-service	6a. Will teachers assist with planning of program by:
	b. Developing appropriate activities for the grade level packets.
	c. Recruiting intensely through the students and parent-teacher contacts and organizations.
	d. Assisting in training parents.
	e. Sending the numbers home consistently and expecting and recording their return.
7. School Board Support	7a. Will the School Board support the program with statements and by:
	b. Recruiting participants.
	c. Are any School Board members taking part in the program?
	d. Providing resources for the materials, labor, and public relations work.
8. Time Line and monitoring	8. Are role, structure and materials defined as to who, what and when? Will information gathered as to who, what, and when be shared with all individuals?
	a. Who will recruit and when?
	b. Who will coordinate, plan and conduct training?
	c. Who will provide specific follow-up and evaluate effectiveness?
	d. How many parents and teachers can coordinator handle?

General	Specific
9. Overload	9. Are teachers, principals, or parents asked to work or participate in more than 2 or 3 innovations at one time?
10. Teachers and principals' actions	10a. Will teachers support each other in this?
	b. Will principal support the program by monitoring and demonstrating his/her commitment to it?
	c. Are opportunities provided for teachers to discuss status, progress, quality, and problems of the program together during implementation?

Although this is the third year BES has been implementing Home Secrets, year-to-year changes do occur and decisions must be made. It is important to realize that each year sufficient time must be allowed to plan, organize, and resolve any concerns arising from each year's specific changes. Allowing this planning time will help ensure a successful program each year.

When planning for the 1983 Home Secrets Program got underway, the BES staff looked at recommendations from the 1982 final report. From those recommendations BES developed a list of issues and concerns that needed to be decided upon by this year's elementary school principals and Head Start supervisors (Liaison Committee). Two main issues raised from the 1982 recommendations included:

(1) Prevent overloading teachers and parents, especially in the Head Start centers which were implementing a Parent Education Class in each of their centers.

(2) Raise enthusiasm for the program and continue using new recruiting ideas to help keep participation at a high level.

Other concerns included:

- proposed timelines for Toppenish School District and Head Start
- make the activities more visually stimulating
- who would participate
- provide incentive stickers
- scheduling staff meetings to orient teachers
- parents who don't attend the sessions yet want to participate
- what type of evaluations do principals/supervisors want

On January 13, 1983, the Liaison Committee met for the purpose of making decisions and organizing plans for the Home Secrets Program.

School District Implementation

The BES staff proposed to the Liaison Committee that in efforts to resolve issues 1 and 2, they consider the idea of having only one grade level from each elementary school participate in Home Secrets. Rationale for this idea included that it would:

- prevent overloading teachers and parents
- (K-1st) Prevent confusion for kindergarten teachers and students who this year had changed to an every other day alternating Friday schedule.
- (2nd-3rd) When comparing quality of packets, availability of packets, parent participation, outcomes were more positive for the 3rd grade.
- Keeping enthusiasm up for the program, giving the children something to look forward to rather than every year making the program available to every child whose teacher participates in the program.

Principals agreed to the recommendation BES had made and selected grades 1, 3, and 4 to participate in the 1983 Home Secrets Program. Other decisions made by the Liaison group during the meeting included:

- Accept the proposed timeline of beginning Home Secrets in February and ending in March (7-week cycle).
- If time allowed, BES should edit, retype, and have the activities printed on colored paper to make them more attractive.
- Principals decided teacher participation in Home Secrets would be on a voluntary basis. This would be a change for Kirkwood School whose previous principal required the participation of each teacher in the Home Secrets program.
- Regarding stickers, if the teacher wanted to use them, BES could purchase and provide teachers with the incentive stickers for the children.
- Staff meeting dates were scheduled for BES to orient teachers about Home Secrets.
- If teachers felt they had the time, parents who miss the training session should schedule individual training meeting with their teacher.
- Evaluations wanted by the principal included statistics on number of participants and cost.

See Appendix A-1 for copy of the outline given to the Liaison Committee which includes timelines, costs, and concerns.

Head Start Implementation

In October 1982, the BES Education Specialist met with the Head Start Operations Manager, Frank Dieni, and the EPIC Education Specialist, Diane Brunengo, to discuss the merits of the Home Secrets Program and the feasibility of extending the Home Secrets Program to all four Head Start Centers. The decision reached at

this meeting was to provide sufficient BES funds to produce additional packets and that all centers would have a chance to participate in the Home Secrets Program. The four Head Start supervisors were in favor of this program; therefore, they were invited to attend the BES Liaison Meeting on January 13, 1983, to make final decisions and plans for this year.

At the Liaison Meeting, BES proposed that Head Start centers:

(1) have a five-week cycle of Home Secrets, and
(2) that they consider one of two choices of timelines for their individual centers.

The rationale for this proposal was that a Parent Education Class was scheduled to take place beginning February 7 and ending March 20, or during the same time as the Home Secrets Program had been scheduled in past years. BES wanted to prevent an overload for parents and teachers.

For the Head Start centers, Plan I of the Home Secrets Program was scheduled to start on February 28 and end on March 31. The cycle was to last only 5 weeks. This Plan I would be going on at the same time as the Parent Education Class, but allow some start-up time for the class alone. Plan I would also have the Home Secrets Program end before Spring Break.

Plan II of the Home Secrets Program was scheduled to start later on March 28 and end on May 2-5. This also was a 5-week cycle which would start much later in the Spring and continue after the Parent Education Class ended. See Appendix A-2 for the timelines presented to the Liaison Committee.

BES also recommended that only 12 activities be used and be selected out of the best existing 18 activities. The 12 activities

were to be selected by the teachers from each center. Based on input from each of the centers, the 12 most desireable ones were kept for the 82-83 program.

Upon the recommendation of BES, only one of the Head Start centers, Sunnyside, selected Plan I; all others selected Plan II.

Head Start supervisors considered the BES recommendations and also made the following decisions:

BES would:	- duplicate packets
	- assist with recruiting and training for Buena and Parker Heights
	- assist with training at Sunnyside and Yakima
	- pay for childcare and training if necessary
Centers would:	- select a "coordinator" whose responsibility is to guide Home Secrets trainers and childcare persons and serve as BES contact
	- Yakima and Sunnyside do their own recruiting with minimal assistance from BES

Materials

In planning the organization of materials, it is very important to realize that ordering your materials as far in advance as possible, especially those coming in from a long distance or from a busy office such as the Government Printing Office, is crucial to the development of your packets. Assembling the packets is not difficult, especially if 2 or 3 persons are present to assist; but identifying your necessary materials, ordering materials well enough in advance and organizing the materials in preparation for the assembling of the packets are the most time-consuming activities in the entire process.

A list of materials and resources for all packets is included later in the report. See Cost discussion.

NOTES ON PARENT SESSIONS

Notices

In preparation for the parent sessions an explanation of the program and invitation to participate in Home Secrets are sent home to parents of students in classrooms of participating teachers. In 1983, BES updated the original notices going home to parents. In efforts to keep enthusiasm and recruitment for the program at a high level, invitation notices were updated with a broader description of the program and its benefits. Reminder notices of the parent sessions were once again used in 1983 as they were in 1981. Also, all three notices, the invitation to participate, the notice of the parent session, and the reminder, were printed by the schools on colored paper and included a "Home Secrets" logo for easy recognition from other notices being sent home with the children. As in 1981, incentive stickers were given to students who returned their invitation to participate whether their parents had marked yes or no. It was felt that this would increase the chances of children getting the notices home and having their parents read it and return it back to school. See Appendix B for copies of Home Secrets notices.

After parents return their invitations to participate, parent training session plans are finalized and parents receive a notice and reminder informing them of when, where, and time of the parent session.

Parent sessions are planned with the group leaders keeping the following "Tips for Successful Parent Sessions" in mind:

Tips for Successful Parent Sessions

1. Conduct the session in a relaxed informal setting. Provide refreshments, if possible, and keep length of the session to a maximum of 1 1/2 hours. A separate session for each grade level should be scheduled.

2. In order to accommodate working parents, conduct the session in the evening or conduct a daytime and evening session. Childcare should be provided at the location of the session.

3. If your community includes a Spanish-speaking population, conduct the sessions in Spanish also. BES found that in Toppenish, separating the the English and Spanish groups works better than grouping them together and simultaneously translating the content of the training. When separating groups, the sessions went much faster, the Spanish-speaking group seemed more comfortable and less inhibited, and over-all interest was improved.

4. Begin with a review of the Home Secrets Procedures and the evaluation system. Discuss the importance of having the sheets returned for evaluation purposes. (For more details, see Trainer's Guide in Appendix C)

5. Once parents are given the packets, leaders review each activity sheet, talk about the rationale for the activities, and answer any questions the parents may have.

6. Parents should observe a role play demonstration of a particular activity by the group leader/s and role play with other parents one or two activities.

7. The use of positive reinforcement, talking about what you are doing and using specific praise should be stressed during the parent training session and the role play demonstration.

8. Support for parents can be given by identifying a coordinator the parents can call if they do not receive their "secret number" or have any questions about the activities. The coordinator should be a teacher or assistant in the school.

Planning the Parent Training Sessions

Each year persons who will be leading the Home Secrets parent sessions must meet to orient new group leaders to procedures in conducting the training sessions, and to plan and organize the training sessions.

In this planning session, group leaders should determine their additional roles (greeter, refreshment person, etc.) and identify needed supplies and materials. Group leaders also need to determine the parent session agenda, discuss possible questions parents may ask, and decide on alternative procedures for parents who cannot attend the parent session. (See Data Analysis section for more details.)

See Appendix C for Home Secrets Trainer's Guide used by BES in 1983. The Trainer's guide includes:

- steps in planning the parent session
- questions parents may ask
- Home Secret procedures (including evaluation system)
- suggestions for Making Home Secrets Successful and Enjoyable (handout)
- sample parent session agenda

In 1983, BES core staff members met with group leaders in order to organize the parent sessions and discuss procedures in conducting the sessions. This year group leaders in Head Start and the school district included BES core staff members, 18 teachers, and 4 teacher's aides. Childcare assistants included 1 P.E. instructor and 12 teacher's aides. Often parents who had previously participated in Home Secrets or were active classroom volunteers were used as assistants to the group leaders. In the past, grade level teaching specialists have participated as group leaders.

DATA ANALYSIS AND DISCUSSION (TOPPENISH SCHOOL DISTRICT)

In an effort to evaluate the level of effectiveness of Home Secrets related to the 3 major objectives and the probability of the schools being able to continue the program once the BES project was gone, the following items were analyzed for the school district's Home Secrets Program:

1. Number of participants
2. Estimated time spent between parents and children
3. Cost
4. Perceptions about the program from parents and teachers

Number of Participants

In the school year 1982-83 implementation of a 7-week cycle took place in Toppenish. Participating were Lincoln School, Garfield School, and Kirkwood School. Listed on the following page are the number of elementary level children and teachers who participated in the Home Secrets Program in 1983.

TABLE 1 - Toppenish School District

GRADE	CHILDREN	TEACHERS
1	58	10 of 10
3	35	5 of 8
4	37	4 of 6
TOTAL	131	19 of 24

In each of the three grade levels, number of participating children was higher this year than the previous year. Teacher participation remained the same, 19 of 24. In the 1982 program, participation in grades 1, 3 and 4 was down to 111 families compared to 132 families in 1981. In the 1982 final report, BES recommended 3 factors be included as procedure for the 1983 program. They included: (a) strong recruitment efforts; (b) provide incentives for returned notices (invitations to participate); and (c) send home reminder notices of the parent session date and time. The BES staff and participating schools were happy to see that these three factors perhaps assisted in bringing participation back up in 1983.

During the past three years of implementing Home Secrets, BES and participating schools have felt very strongly that in order for Home Secrets to succeed, parents must receive some instruction as to the purpose of the program and direction for doing the activities. Never have packets been sent home with the children nor have parents been able to come by the school and just pick up a packet. During the past three years BES and participating schools have developed a procedure for the parent who is unable to attend the parent session yet still wants to participate in the program. In such a case, the parent must arrange an individual meeting with one of the teachers who acted as a parent trainer to receive the Home Secret training. This year some parents met with BES staff (approximately 10) and others met with the schools' Home Secrets trainers. A total of 20 parents received this type of individual training this year, bringing the number of participatns from 111 who attended the sessions to a total of 131.

Time Spent Between Parents and Children

One of the objectives of the Home Secrets Program is to increase the amount of time parents and children spend together on school related activities. Based on the number of activities and time for

each one, BES assumes that each activity lasts 15 minutes and that on the average, participating students returned 12 of 14 activities; therefore, each family spent approximately 180 minutes together on school related activities.

Listed in Table 2 is the estimated amount of time spent on a one to one basis by parents and children participating in Home Secrets in 1983.

TABLE 2 - Estimated Time Spent Between Parents and Children, Toppenish School District

A. 1 family x 12 activities x 15 minutes = 180 minutes per family

B. 131 families x 12 activities x 15 minutes = 2,358 minutes
2,358 minutes / 60 minutes = 390 hours spent between parents and children

Listed below are the costs involved in the 1983 Home Secrets Program. Table 3 describes costs of materials; Table 4 describes other related costs.

TABLE 3 - Other Related Costs

Consumables during parent training sessions	$ 24.00
Training (during parent training sessions, BES paid trainers $5.00 per hour)	62.50
Childcare (during parent training sessions, BES paid childcare persons $5.00 per hour)	40.00
Sub-total	$126.50
Total Cost	$536.70

Cost is a factor that must be considered when deciding upon whether or not to implement Home Secrets. As mentioned earlier, included in the Home Secrets packet are most of the materials needed to complete the activities. Costs can be kept down by not including in the packet the expensive items, such as crayons, scissors, etc. Also, as many materials as possible should be ordred from school supply outlets rather than retail stores. BES has used Pre-a-ply Removable Labels for their "Secret Number" stickers. These can be purchased in packages of 500 labels for $4.00. A total of 18 stickers are needed for each child participating in the program. Each individual sticker needs to be numbered by hand.

Donated items are also very helpful in keeping costs downs. In the Toppenish program, newspapers, magazines, food group charts, calendars, and sewing kits were donated to the program. This was very much appreciated. Implementers should continue to seek out donations for this program in order to keep costs down to a minimum.

Included below is a breakdown of packet costs with a list of specific materials and other costs for the three grade levels in 1982-83. It is followed by a resource list of where specific items were ordered.

FIRST GRADE HOME SECRETS

Cost of Materials (18 activities per packet)

1.	Pencil	$ .08 each
2.	Crayons	.35 each
3.	Unruled paper	.013 each
4.	String	.59 a roll
5.	Scissors	.57 each
6.	Glue	.47 each
7.	Large paper bag	2.75 per 75 bags
8.	Magazine	donated

Cost Per Packet

Materials	$ 1.28	(includes 20%
Envelope (10x13).	.12	discount on
Printing.	.73	school supplies)
	2.13	
Tax	.13	
	2.26	
10% Increase (from 1981-82)	.22	
Total	$ 2.48	= $2.50 per packet

THIRD GRADE HOME SECRETS

Cost of Materials (17 activities per packet)

1.	Crayons	$ .35 each
2.	Unruled paper (3 sheets per packet)	.013 each
3.	Ruled paper (6 sheets per packet)	.031 each
4.	Construction paper (3 sheets per packet)	.017 each
5.	Legal size paper	.018 each
6.	Pencil	.08 each
7.	Ruler	.37 each
8.	String	.59 a roll
9.	Scissors	.70 each
10.	Glue	.47 each
11.	Newspaper	donated
12.	Magazine	donated
13.	Basic Four Food Group Chart	free of charge

Cost per Packet

Materials	$ 1.78	(includes 20%
Envelope (10x13)	.12	discount on
Printing	.66	school supplies)
	2.56	
Tax	.15	
	2.71	
10% Increase (from 1981-82)	.27	
Total	$ 2.98	= $3.00 per packet

FOURTH GRADE HOME SECRETS

Cost of Materials (18 activities per packet)

1.	Grass seed	$1.49 per lb.
2.	Baggie	.79 per box of 100
3.	Fire Safety Handbook	7.00 per 100
4.	Fire Safety Checklist	4.00 per 100
5.	Fire Safety Comic Book	7.50 per 10 books
6.	Pencil	.08 each
7.	Crayons	.35 each box
8.	Glue	.47 each
9.	Unruled paper (2 sheets per packet)	.013 each
10.	Scissors	.70 each
11.	Piece of cloth	2.00 for 3 yds. remnants
12.	Sewing Kit	donated
13.	Basic Four Food Group Chart	free of charge
14.	Emergency Card	donated/Kirkwood
15.	Newspaper	donated

Cost Per Packet

Materials	$ 2.72	(includes 20%
Envelope (10x13)	.12	discount on
Printing	1.18	school supplies)
	4.02	
Tax	.17	
	4.19	
10% Increase (from 1981-82)	.41	
Total	$ 4.60	per packet

HOME SECRETS MATERIALS

(Toppenish School District Packets)

Supplementary Materials Donated or Specially Ordered for Home Secrets Packets

As a reminder, order all materials as far in advance as possible. All items listed below with the exception of the Sewing Kits take 8-10 weeks to arrive.

THIRD GRADE PACKET

Basic Four Food Group Chart

Washington State Dairy Council
3830 Stone Way North
Seattle, WA 98103
Phone: 206-632-9335

*Food Group Charts - 5¢ each or no charge if your nutritionist, school nurse, etc., has credit. A $12.00 credit received after purchasing $5.00 worth of materials.

FOURTH GRADE PACKET

Basic Four Food Group Chart

Same as above.

Sewing Kits Donated by

Red Lion Motor Inn
818 N. 1st St.
Yakima, WA 98901
Phone: 509-453-0391

and

Thunderbird Motor Inn
1507 N. 1st St.
Yakima, WA 98901
Phone: 509-248-7850

Fire Safety Material: BES suggests any combination of the following to include 1 fun activity (comic book or coloring book) and 1 instructional activity (flyer/handbook/checklist)

Fire Safety Comic Book

Superintendent of Public Documents
U.S. Government Printing Office
Washington, D.C. 20402
Phone: 202-783-3238

Comic Book "EL GATO, THE CAT"
Stock #052-011-00228-3
$12.00 per every 10 comic books

or

Fire Safety Handbook and Fire Safety Checklist

National Fire Protection Association
Battery March Park
Quincy, MA 02269

Handbook - $7.00 per 100 copies
Checklist - $4.00 per 100 copies

or

Sparky Coloring Book

National Fire Protection Assoc.
Battery March Park
Quincy, MA 02269

#2F-G-43A
$8.50 for every 50 books

E.D.I.T.H. Color Sheets

National Fire Protection
Battery March Park
Quincy, MA 02269

#2F-FPW-9
$4.50 per 100

and

E.D.I.T.H. Flyer

#2F-G-122A
$7.50 per 100

DATA ANALYSIS AND DISCUSSION (HEAD START)

In an effort to evaluate the level of effectiveness of Home Secrets related to our three main objectives and the probability of being able to institutionalize the program in the Head Start center, the following items were analyzed:

(1) Number of Participants
(2) Cost
(3) Estimated time spent between parents and children
(4) Perceptions of parents and teachers

Number of Participants

In the school year 1982-83, implementation of one 5-week cycle took place in the Head Start centers. Participation included all the four EPIC Head Start centers: Yakima, Buena, Sunnyside and Parker Heights. Listed below in Table 5 are the numbers of participants, center by center:

TABLE 5 - Head Start Centers

CENTER	CHILDREN	TEACHERS
Buena	37	5
Parker Heights	33	5
Sunnyside	24	3
Yakima	66	7
TOTAL	160	20

In the school year 1981-82, implementation of one 7-week cycle took place in Toppenish. Participating in last year's Home Secrets Program were two EPIC Head Start centers, Buena and Parker Heights. Last year there was a total of 34 participants compared to this year's 70 participants. As we can see, there was an increase of over a hundred percent; therefore, BES assumes that because of newspaper articles and flyers used for publicity as well as one more participating teacher, there was an increase of participants this year.

Since this is the first year Sunnyside and Yakima participated, we can only evaluate this year's level of involvement. Yakima and Sunnyside levels of participation were as follows:

Center	No. of Families in H.S.	Total Enrollment	%
Sunnyside	24	60 families	40
Yakima	66	140 families	47

BES believes that 40% and above participation is a high level of involvement for this program.

Time Spent Between Parents and Children

Because a goal of the Home Secrets Program is to increase parents' participation in their child's education, BES estimated the amount of time spent on a one-to-one basis by parnts and children as a result of the Home Secrets this year. Our estimations included that each activity lasted 15 minutes and that, on the average, participating students returned 10 of 12 activities in the 1983 cycle. The average time spent by a parent and child is estimated on the following page:

TABLE 6 - Estimated Time Spent Between Parents and Children - Head Start Centers

A. 1 family x 10 activities x 15 miunutes = 150 minutes per family

B. 160 families x 10 activities x 15 minutes = 24,000 minutes
24,000 minutes/60 minutes = 400 hours spent between parents and children

An estimation of 1600 activities were completed in the 1983 Home Secrets cycle. Because the main focus of the activities in the Home Secrets packets was oral language, it is assumed that children were practicing their oral language skills at home and that parents were at least in part following the directions from the training session and demonstrating to their children that learning is important and that they, as parents, value this.

Approximately 400 hours in 1983 of positive interaction between parents and children occurred on school-related activities as a result of the Home Secrets Program.

Listed below are the costs involved in the 1983 Home Secrets Program. Table 7 describes costs of materials; Table 8 describes other related costs.

TABLE 7 - Cost of Materials

CENTER	COST PER PACKET*		PARTICIPANTS		TOTAL
Buena	4.05	x	37	=	$149.85
Parker Heights	4.05	x	33	=	133.65
Sunnyside	4.05	x	24	=	97.20
Yakima	4.05	x	66	=	267.30
			Sub-total		$648.00

*Cost per packet includes materials, activity sheets printing, envelopes, and Secret Number Stickers.

TABLE 8 - Other Related Costs

Consumables during parent training sessions	$ 19.52
Training (during parent training sessions, BES paid 10 trainers x 13 hours @ $5/hr.)	65.00
Children (during parent training sessions, BES paid 5 childcare persons x 8 hrs. @ $5/hr.)	40.00
Sub-total	$124.52
Total Cost	$772.52

A total cost of $772.52 was spent by BES for the Home Secrets Program. Yakima Head Start paid for their own trainers and childcare persons.

Cost is a factor that must be considered when deciding upon whether or not to implement Home Secrets. As mentioned earlier, included in the Home Secrets packets are most of the materials needed to complete the activities. Cost could be kept down by not including in the packet the most expensive items, such as crayons, scissors, or glue. Also, to keep costs down donated items are very helpful.

Three important suggestions in reducing cost are:

(1) Order from wholesale distributors for supplies
(2) Seek donations of magazines, Mr. Yuk stickers and booklets
(3) Order only a small amount of extra supplies - project the number of participants as accurately as possible

Included on the following page is a breakdown of packet costs with a list of specific materials and other costs for the Head Start packets in 1982-83. It is followed by a resource list of where specific items were ordered.

HEAD START HOME SECRETS

Cost of Materials (12 activities per packet)

1.	Pencil	$ .23 each
2.	Crayons	1.25 each
3.	Scissors	.70 each
4.	Glue	.48 each
5.	Construction paper (3 sheets)	.79 per pkg.
6.	Button	.05 each
7.	Mr. Yuk Stickers & Booklets	donated
8.	Magazine	donated

Cost Per Packet

Materials	$2.79	(includes 20%
Envelope (10x13).	.12	discount on
Printing.	.90	school supplies)
	3.81	
Tax	.24	
Total	$4.05	

HOME SECRETS MATERIALS
(Head Start Packets)

Materials	Resources
Mr. Yuk Stickers and Booklets Available in English and Spanish	Yakima Valley Memorial Hospital Central Washington Poison Center 2811 Tieton Dr. Yakima, WA 98902 Phone: 509-248-4400
Construction Paper, Glue, Scissors, Pencils, Crayons	Lakeshore Curriculum Materials Co. 2695 E. Dominguez St. P.O. Box 6261 Carson, CA 90749 Toll-free Phone: 800-421-5354
Buttons	Bi-Mart Department Store 309 So. 5th Ave. Yakima, WA 98902
Envelopes and Labels	Yakima Office Supply 212 So. 3rd Ave. P.O. Box 125 Yakima, WA 98907 Phone: 509-453-7181

EVALUATION (TOPPENISH SCHOOL DISTRICT)

Comments by Parents and Teachers

During the past two years, BES has conducted (1) informal questionnaire surveys with teachers, and (2) telephone surveys with parents to evaluate the Home Secrets Program. Each year comments and evaluations from teachers and parents were very positive and favorable. Comments from parents included:

> "I have always wanted to work with my kids at home, but I could never think of what types of things to do with them. These activities have solved that problem for me."
>
> "I have participated in Home Secrets every year with each of my three children. Because both me and my husband work, this is about the only way we can get involved with our kids and their school activities. We will participate again next year if the activities can continue to be in Spanish."
>
> "The program is going just fine. My daughter loves it. This is a really good way for parents to get involved with their kids instead of just sticking them in front of the T.V."

Teacher comments included:

> "From Home Secrets, parents can realize what types of concepts and experiences we are presenting in the classroom. This really gives them an idea of what's happening in our classrooms."
>
> "I can see that the kids in Home Secrets are developing a good self image. They're proud they're in Home Secrets and I can see their enthusiasm. I think this has put something special in their school week."

Complete evaluation results and further comments from teachers and parents can be found in previous reports for 1981 and 1982. These activities were not repeated with school district participants this year.

Quality of the Interaction

In 1981 the Home Secret Evaluation consisted mainly of collecting the participating teacher's record sheet and tallying the evaluation symbols parents had marked on the completed, returned activity sheets. To evaluate the quality of the interaction between parents and children and the effectiveness of the linkage between home and school is difficult; however, BES looks at parents' evaluations for this purpose.

In this, the third year of implementation, parents attended the Home Secrets training sessions in large numbers. During the past three years nearly 500 different parents attended these sessions which were held at their child's school. This demonstrates that improving the link between home and school has begun and is continuing. In the past, teachers have commented that parents who have never been to the school, even for parent/teacher conferences, were now attending the Home Secrets parent sessions and actively participating in their child's education.

During the parents sessions, parents are instructed to evaluate each activity. These activities were received and tallied and 95% of the activities returned were evaluated by parents with a happy face rather than sad, which leads us to conclude this time together between parent and child was fun and positive. Because the rationale and methods for each of the activities were discussed during the training sessions, we assume that parents were able to demonstrate that they valued learning through this positive interaction.

The system of tallying evaluation symbols has been used in Toppenish for the past three years. Because of the high amount of evaluations coming back in 1981 stating the activities were too easy, BES and participating teachers developed "extensions" to the

activities which made them more difficult and challenging. Valuable information can be gained from tallying the evaluation symbols; it is a good way to help judge if your activities are still appropriate and enjoyable for the parents and children. Copies of 1983 tally results are located in Appendix D-1.

The teachers' record sheets indicate how many parents actually followed through with the program, completing and returning at least 12 activities during the 7-week cycle. From the record sheets, evaluations indicate that 13 of 131 families (10%) did not follow through and complete the program. A 90% completion rate is very good, considering the number of children who will move, become ill, lose interest, etc., during a 7-week cycle.

After completing the Home Secrets Program and tallying of the evaluation symbols is completed, parents should be given back all their completed activities with an attached thank you note and certificate of completion. The certificate should document the training time at the parent session and time spent at home doing the activities with their children. See Appendix E for sample certificate and thank you note used by BES. Note: The 1983 Home Secret packets included a total of 18 activities although 14 would be done during the 7-week cycle. The certificate documents time spent if the family were to complete the remaining 4 activities on their own.

EVALUATION (HEAD START CENTERS)

Quality of Interaction

To evaluate the quality of the interaction between parents and children and the effectiveness of the linkage between home and school is difficult; however, BES looks at parents' evaluations for this purpose. Home Secrets in Toppenish was again a success in 1983. During the parent sessions, parents are instructed to evaluate each activity. These activities were reviewed and tallied and 95% of the activities returned were evaluated by parents with a happy face rather than sad, which leads us to conclude this time together between parent and child was fun and positive. See Appendix D-2 for copies of the Head Start tallies.

In this, the third year of implementation in two of the four Head Start centers, parents attended the Home Secrets training sessions in increasingly large numbers, more than double. This demonstrates that improving the link between home and school has begun and is continuing. Because the rationale and methods for each activity were discussed during the training session, we can assume that children were practicing their educational skills at home and that parents were able to demonstrate that they value learning through this positive interaction.

First Year Implementation

In order to evaluate the first year of implementation of the Home Secrets Program in the two new centers, Yakima and Sunnyside, BES prepared a Home Secrets Evaluation questionniare which was sent to the ten staff members who participated. Six teachers returned the evaluation questionaire and responses were as follows:

1. Do you feel the Home Secrets activities have helped parents become more familiar with what's happening in your classroom? Yes 6 No 0

   Comments:
   - It helps parents understand what their child is learning in the classroom. (2)
   - It gave parents an opportunity to participate in these activities to learn with their children. (1)

2. Do you feel that BES provided sufficient direction and support in implementing the program, specifically:

   a. explanation of the program? Yes 6 No 0
   b. providing flyers and materials? Yes 6 No 0
   c. assistance with parent meeting? Yes 6 No 0

3. As a teacher do you feel Home Secrets is worth the time involved? Yes 6 No 0

   Comments:
   - Definitely
   - It helps the parent help the child improve in learning
   - Helps parents to help the child at home

4. What do you think Home Secrets is doing for children, parents, and teachers?

   - Encourages parents to work with child. Better child and parent relationship.
   - Helps teacher involve parents to work with children who need extra help.
   - Give the parents an opportunity to spend some time with their child while learning. (2)
   - Gives teachers an idea of how concerned the parents are about their child's learning.

5. Has participation in Home Secrets changed your ideas about parents from your classroom? Yes 4 No 2 Comments: None

Those who responded felt that the Home Secrets Program helped parents become more familiar with school related activities and gave many positive comments about the program.

BES was pleased to see that teachers were satisfied with the support that BES provided to them. Although the evaluations were favorable, BES experienced some difficulties with the implementation in Yakima. There was some confusion among staff regarding the procedures to be followed for the program and the needs for recordkeeping. Orientation for staff apparently did not clearly specify the steps involved.

Home Secrets is a program which does not require a great deal of teacher's time once the parent training is over. All teachers felt that Home Secrets is worth the time involved.

In evaluating the effects of the program for parents and children, teachers varied in their responses. Most teachers said, however, that their ideas about parent involvement were not changed as a result of the Home Secrets Program.

RECOMMENDATIONS

In anticipation of the termination of BES in June 1983, the BES core staff and BES Advisory Committee (BESAC), which is made up of teachers and parents, and the Liaison Committee met regularly to continue ongoing business and discuss plans for continuation after June 1983. BESAC, beginning in March 1983, focused its business on this matter and prepared specific recommendations to the Toppenish School District as to:

A. Programs they would like to see continued once BES was gone

B. Suggestions for continuing these programs, including:

   1. Person(s) Responsible
   2. Critical Elements to be Maintained
   3. Ways to Reduce Cost

BESAC singled out parent involvement programs as programs of highest priority for continuation, and in regards to Home Secrets, the following recommendations have been made:

1. Because interest and participation in Home Secrets is at a high level each year and evaluation results continue to be positive and favorable, continue the Home Secrets Program with the following considerations:

2. Assign a person at the building level to be responsible for organizing the implementation of Home Secrets.

3. When implementing Home Secrets, maintain "critical elements" identified by BES and BESAC members.

4. To reduce costs of implementing Home Secrets, follow suggestions BES and BESAC members have identified as to ways to reduce cost. See Appendix F for BESAC minutes, Home Secrets Program Suggestions for Continuation, which lists specifics for (a) Person Responsible (b) Critical Elements to be Maintained, and (c) Ways to Reduce Cost.

5. Based on previous experiences, BES recommends that strong recruitment efforts are vital and should include:

   a. Effective and appealing notices which give a clear description of the Home Secrets Program and its benefits. Three notices should be sent to the parents (the invitation, the parent session notice, and the reminder).

   b. Spend $10 to $15 to provide incentives (stickers, popcorn, etc.) for children who bring back their invitations to participate in Home Secrets.

6. Continue to strongly support and remind teachers of how important it is to send home the "secret number" on the days specified. Tell children and parents that teachers will be expecting the Home Secret activity sheets returned to them and their name will be kept on a record chart.

7. Record and recognize parents' participation by returning the activity sheets back to the family with a thank you note. Use certificates, newsletters, award ceremonies, etc., to thank all participants (teachers, administrators, parents, and children).

Recommendations (Toppenish School District)

As of June 1983, the continuation of Home Secrets in the Toppenish elementary schools is uncertain. BES recommends that each elementary school review its priorities and make a decision as to whether or not they will implement Home Secrets. This decision should be made no later than December 1, 1983.

If the decision is made to implement Home Secrets, the school's principal and staff need to meet to coordinate plans for the program and determine roles of those involved. Selecting a coordinator is most critical at this time for the coordinator will be responsible for taking the lead in planning the specific program. This includes such things as scheduling meeting and training dates, overseeing notes home, participant counts, ordering of materials, etc.

Referring back to BESAC recommendations in Appendix F, this report and previous Home Secrets Reports can help with the assigning of roles and step-by-step procedures for implementing Home Secrets. BES will be distributing the original Home Secret activity sheets to school principals, ready for printing if the schools decide to implement Home Secrets in the 1983-84 school year.

Recommendation (Head Start)

Supervisors of all four Head Start centers have made a commitment to implement Home Secrets in 1983-84. In preparation for this, supervisors requested sufficient funds to purchase 200 packets using BES underrun monies. A total of $900.00 was allocated and approved for spending this year for the Home Secrets packets.

BES has purchased the materials and office supplies for the Home Secrets Program. These supplies will be stored in the EPIC office after June 30, 1983.

BES recommends that each Head Start center review its priorities and make a decision regarding their specific timeline and responsibilities in conjunction with other parent involvement activities. The planning for Home Secrets should begin no late than December 1, 1983.

To implement Home Secrets, the supervisors, the staff, and perhaps other specialists will need to meet to coordinate plans for the program and determine roles of those involved. Selecting a coordinator is most critical at this time for the coordinator will be responsible for taking the lead in planning the specific program. This includes such things as scheduling meeting and training dates, overseeing notes home, participant counts, ordering of materials, etc.

Referring back to BESAC recommendations in Appendix F, this report and previous Home Secrets Reports can help with the assigning of roles and step-by-step procedures for implementing Home Secrets.

Appendices

A. Liaison Meeting Outline

   1. Toppenish School District

   2. Head Start

B. Sample of Home Secrets Notices

   1. Toppenish School District - Announcement, Meeting Note, Reminder (English/Spanish)

   2. Head Start - Announcement, Meeting Note, Reminder (English/Spanish) and sample newsletter article

C. Home Secrets Trainer's Guide

   1. Guide

   2. Sample Agenda

D. Home Secrets Evaluation Tally Sheets

   1. Toppenish School District - Grades 1, 3 and 4

   2. Head Start - Yakima, Buena, Parker Heights, Sunnyside

E. Sample of Home Secrets Certificate and Thank You Note

   1. Certificate

   2. Note

F. BESAC Suggestions for Continuation

BES 1/83 Proposed Timeline Appendix A-1

Toppenish School District Home Secrets

1983

Week of	Activities
Jan. 13	- Liaison Meeting - grade levels selected
Jan. 17	- Staff meetings - Contact the Toppenish Review
Jan. 24	- Staff meetings - Article in the paper - First notice to parents - send out the 27th and return Feb. 1
Jan. 31	- Gather packets - count numbers - follow-up - Plan parent sessions - Meeting notices go home
Feb. 7	- Parent meetings - 2/3 (2/14?)
Feb. 15	- T.S.D. begins 7-week cycle
March 31	- T.S.D. ends 7-week cycle

NOTES:

Lincoln - Grade 1 only

Garfield - 2 and 3 - quality of packets - more parents - most available

Kirkwood - Grade 4

BES will:
- furnish packets
- provide child care at meetings
- pay 1 or 2 trainers as needed per grade level - $5.00/hr.

CONCERNS:

- Removing activities? Retyping?
- Incentives for returning notices
- Staff meeting - planning and handouts
- Parent session - planning and handouts
- Assembling packets - who, where, when
- Parents who don't attend the meeting
- What type of evaluation do principals want?

BES 1/83 Proposed Timeline Appendix A-2

Head Start Home Secrets

1983

Week of	Activities
Jan. 5-12	- Meet with Andy and Jim
Jan. 13	- Liaison Meeting
Jan. 17	- Meet with Parker Heights and Buena staff
Jan. 24	- Meet with Sunnyside and Yakima staff
Jan. 31	- Select 5-week cycle activities - 12 out of 18 in the existing packets

PLAN I: 5-week cycle same time as Parent Education Classes

Feb. 7	- Newsbulletin article - First notice to parents - send out the 10th and return the 15th
Feb. 14	- Gather packets - Plan parent sessions - Meeting notices go home
Feb. 22	- Parent meetings
Feb. 28	- Head Start begins 5-week cycle
March 31	- Head Start ends 5-week cycle

PLAN II: 5-week cycle at end of Parent Education Classes

March 7	- Newsbulletin article - First notice to parents - send out the 10th and return the 15th
March 14	- Gather packets - Plan parent sessions - Meeting notices go home
March 21	- Parent meetings
March 28	- Head Start begins 5-week cycle - Spring break
May 2-5	- Head Start ends 5-week cycle

NOTES:

BES will:	- furnish packets and materials - duplicate packets

Assist with recruiting and training for Buena and Parker Heights
Assist with training at Sunnyside and Yakima

HOME SECRETS

NOTES FOR TEACHERS

Dear Teachers:

Home Secret notes go home THURSDAY. PLEASE remember to sign your name on them. On Tuesday, February 15, turn in the number of YES responses to your coordinator. Be sure to keep track of participating kids from your room, only these kids will receive the notice of the parent session.

Parent session notices will be sent out later next week.

If you have any questions, ask your coordinator or call B.E.S. THANKS!

YOUR COORDINATOR IS _____

KIRKWOOD SCHOOL

865-4266

Dear Fourth Grade Parent:

DO YOU WANT TO HELP YOUR CHILD TO LEARN? ARE YOU WILLING TO SPEND 15 MINUTES, TWICE A WEEK ON SCHOOL RELATED ACTIVITIES?

If YES, you may want to take part in the HOME SECRETS PROGRAM.

In the HOME SECRETS PROGRAM, parents and children work together on teacher-developed activities, which are fun and interesting. Grade-level activities range from games, puzzles, stories, and art. Each packet contains all the necessary materials to do these at home.

If you have any questions about the HOME SECRETS PROGRAM, please call me or contact the BASIC EDUCATIONAL SKILLS Office at 865-2024.

Sincerely,

_____

This note must be returned to school by FEB. 1, 1983

****

Kirkwood School

_____YES, I am interested in HOME SECRETS.

_____No, I am unable to participate at this time.

NAME _____

ADDRESS _____

PHONE NUMBER _____

CHILD'S NAME _____

TEACHER'S NAME _____

ESCUELA DE KIRKWOOD
865-4266

Estimados Padres de Grado Cuatro:

¿GUSTARIA USTED AYUDARLE A SU NIÑO/A A APRENDER? ¿ESTAN DISPUESTOS A DAR QUINCE MINUTOS, DOS VECES POR SEMANA EN ACTIVIDADES DE RELACION A LA ESCUELA?

Si su respuesta es sí, puede ser que le gustaría tomar parte en el programa de SECRETOS DE CASA.

En el programa de SECRETOS DE CASA, padres y niños trabajan juntos sobre actividades divertidas y interesantes que fueron desarolladas por las/os maestras/os. Las actividades, que son al nivel del grado, pueden ser juegos de diversion, rompecabezas, cuentos, y actividades de arte. Cada paquete incluye todos los materiales necesarios para hacer estas actividades en la casa.

Si usted regresa la forma de abajo, y gustaría participar en el programa de SECRETOS DE CASA, recibirá una noticia de la junta de padres. Los padres recibirán un paquete y intrucciones durante esta junta.

Si usted tiene alguna pregunta/s sobre el programa SECRETOS DE CASA, favor de llamarme o llame a la oficina de B.E.S. al telefono 865-2024.

Sinceramente,

_____

Regrese Esta Forma A La Escuela Antes Del Primero De Febrero, 1983.

****

Escuela de Kirkwood

_____Si, estoy interesado en SECRETOS DE CASA.

_____No, no puedo participar a este tiempo.

NOMBRE _____

DIRECCION _____

TELEFONO _____

NOMBRE DEL NIÑO/A _____

NOMBRE DE LA/EL MAESTRA/O _____

HOME SECRETS
PARENT MEETING

This is your opportunity to review the HOME SECRETS packets, ask questions, and meet the other parents who are participating.

In order to receive your packet and be able to participate in HOME SECRETS, you must attend this meeting. It will be short - 1 1/2 hours, no more and we think it will be fun. There will be no other regular meeting to review the fourth grade packet during the 7-week cycle.

WHEN: Monday, February 14, 1983, at 7:00 p.m.

WHERE: Kirkwood School, Juniper Ave.

WHO: YOU! Childcare will be provided. Please call Kirkwood School at 865-4266 or B.E.S. at 865-2024 if you have any questions.

****

SECRETOS DE CASA
JUNTA PARA PADRES

Esta es su oportunidad para repasar los paquetes de SECRETOS DE CASA, hacer preguntas, y encontrarse con otros padres que van a participar.

Para recibir su paquete y participar en SECRETOS DE CASA, necesitan venir a está junta. Va a ser corta como de una hora y media y pensamos que se van a divertir. Está va a ser la única junta regular para repasar el paquete del grado cuatro durante esté ciclo de siete semanas.

CUANDO: Lunes, 14 de febrero, 1983, a las siete de la tarde

DONDE: Escuela de Kirkwood, Juniper Ave.

QUIEN: USTED! Y sus niños. Vamos a tener personas que pueden cuidar sus niños durante la junta. Llame a la escuela Kirkwood 865-4266 o a B.E.S. telefono 865-2024 si tiene preguntas.

LOOK!

A REMINDER

FOR PARENTS OF 4th GRADERS
HOME SECRETS PARENT MEETING
IS TONIGHT!

Monday, February 14, 1983

at

7:00 p.m.

Kirkwood School

If you have any questions, please call the school at 865-4265 or the B.E.S. off ice at 865-2024.

Childcare will be provided!

¡MIRE!

UN RECUERDO

PARA PADRES DE NIÑOS EN EL GRADO CUATRO

JUNTA DE PADRES ESTA NOCHE

SOBRE

SECRETOS DE CASA

lunes, catorce de febrero, 1983

en la escuela Kirkwood

a las siete de la tarde

Si tienen preguntas, llamen a la escuela, 865-4266 o a la oficina de B.E.S. telefono 865-2024. Vamos a tener personas para cuidar los niños durante la junta.

Appendix B-2

SUNNYSIDE CHILD DEVELOPMENT CENTER

837-5991

Estimados Padres de Head Start:

¿GUSTARIA USTED AYUDARLE A SU NIÑO/A A APRENDER? ¿ESTAN DISPUESTOS A DAR QUINCE MINUTOS, DOS VECES POR SEMANA EN ACTIVIDADES DE RELACION A LA ESCUELA?

Si su repuesta es sí, puede que le gustaría tomar parte en el programa de SECRETOS DE CASA.

En el programa de SECRETOS DE CASA, padres y niños trabajan juntos sobre actividades divertidas y interesantes que fueron desarolladas por las/os maestras/os. Las actividades, que son al nivel del grado, pueden ser juegos de diversion, rompecabezas, cuentos, y actividades de arte. Cada paquete incluye todos los materiales necesarios para hacer estas actividades en la casa.

Si usted regresa la forma de abajo, y gustaría participar en el programa de SECRETOS DE CASA, recibirá una noticia de la junta de padres. Los padres recibirán un paquete y instrucciones al tiempo (o durante) de esta junta.

Si usted tiene alguna pregunta/s del programa SECRETOS DE CASA, por favor llamen·o llame a la cficina de B.E.S. al telefone 865-2024.

Sinceremente

_____

Regrese Esta Forma A La Escuela Antes Del Quince De FEBRERO, 1983

****

Sunnyside Child Development Center

_____SÍ, estoy interesado en SECRETOS DE CASA.

_____NO, no puedo participar a este tiempo.

NOMBRE _____

DIRECCIÓN _____

TELEFONO _____

NOMBRE DEL NIÑO/A _____

NOMBRE DE LA/EL MAESTRA/O _____

Appendix B-2

YAKIMA CHILD DEVELOPMENT CENTER

966-7406

Dear Head Start Parent:

DO YOU WANT TO HELP YOUR CHILD TO LEARN? ARE YOU WILLING TO SPEND 15 MINUTES, TWICE A WEEK ON SCHOOL RELATED ACTIVITIES?

If YES, you may want to take part in the HOME SECRETS Program.

In the HOME SECRETS Program, parents and children work together on teacher-developed activities, which are fun and interesting. Grade-level activities range from games, puzzles, stories, and art. Each packet contains all the necessary materials to do these at home.

If you return this form below and want to participate in the HOME SECRETS Program, you will receive a notice of the parent meeting. Parents will receive the packets and instructions at the time of the meeting.

If you have any questions about the HOME SECRETS Program, please call the Yakima C.D.C. at 966-7406 or contact the B.E.S. office at 865-2024.

Sincerely,

_____

This Note Must Be Returned To School By March 15, 1983

****

Yakima Child Development Center

_____YES, I am interested in HOME SECRETS.

_____NO, I am unable to participate at this time.

NAME _____

ADDRESS _____

PHONE NUMBER _____

CHILD'S NAME _____

TEACHER'S NAME _____

HOME SECRETS
PARENT MEETING

This is your opportunity to review the HOME SECRETS packets, ask questions, and meet the other parents who are participating.

In order to receive your packet and be able to participate in HOME SECRETS, you must attend this meeting. It will be short - 1 1/2 hours, no more - and we think it will be fun. There will be no other regular meeting to review the Head Start packet during the 5-week cycle.

WHEN: Monday, March 21, at 7:00 p.m.

WHERE: Buena Child Development Center

WHO: YOU! Childcare will be provided. Please call the Buena C.D.C. at 865-3938 if you have any questions.

****

SECRETOS DE CASA
JUNTA PARA PADRES

Esta es su oportunidad para repasar los paquetes de SECRETOS DE CASA, hacer preguntas, y encontrarse con otros padres que van a participar.

Para recibir su paquete y participar en SECRETOS DE CASA, necesitan asistir a esta junta. Va a ser corta - como un hora y media - y pensamos que se van a divertir. Esta va a ser la única junta regular para repasar el paquete de Head Start durante este ciclo de 5 semanas.

CUANDO: Lunes, 21 de marzo, a las siete de la tarde.

DONDE: Buena Child Development Center

QUIEN: ¡USTED! Y sis niños. Vamos a tener personas que pueden cuidar sus niños durante la junta. Llame al Centro de Buena C.D.C. al telefono 865-3938 si tiene preguntas.

LOOK!

A REMINDER

FOR PARENTS OF HEAD START

HOME SECRETS PARENT MEETING

IS TONIGHT!

Monday, March 21, 1983

at

7:00 p.m.

Buena Child Development Center

If you have any questions, please call the Buena Child Development Center at 865-3938. Childcare will be provided!

¡MIRE!

UN RECUERDO

PARA PADRES DE NIÑOS DE HEAD START

JUNTA PARA PADRES - ESTA NOCHE

SOBRE

SECRETOS DE CASA

el lunes, 21 de marzo, 1983

Centro de Buena C.D.C.

a las siete de la tarde

Si tienen preguntas, llamen al Centro de Buena C.D.C. telefono 865-3938. Vamos a tener personas para cuidar á los niños durante la junta.

Head Start Newsletter Draft Appendix B-2

HOME SECRETS TO BEGIN SOON

What are Home Secrets?

In the Home Secrets program, parents are given an opportunity to work with their children at home, using a packet of activities and materials developed by the teachers.

The purpose of the Home Screts program is to provide parents a way to interact with their children in school-related activities, to offer children a chance to practice their language skills and to form a link between the child's home and the school. The important part of the program is the interaction between parent and child. Parents can show their children that learning is important and that they are interested in what the children are learning.

How Does the Home Secrets Program Work?

The program will last five weeks. Following the parent sessions, teachers will give children "secret" numbers which correspond to an activity in the packets given to the parents. Parents and children will work together at home on a one-to-one basis. Children will receive "secret" numbers, two times a week for five weeks starting in March.

Getting Involved

All parents are invited to take part in the Home Secrets program. Interested parents must return the invitation notes back to the teacher, and those parents will receive a notice of the meeting time. Parents must attend the meeting in order to get a Home Secrets packet. Look for your invitations soon!

HOME SECRETS TRAINERS' GUIDE

Planning for the Parent Session:

The purpose of the Planning Session is to answer questions trainers may have about the program, the Parent Session, and to set the agenda.

The purpose of the Parent Session is to:

1. Familiarize parents with the Home Secrets Program.
2. To educate/motivate parents so their 15-minute, 1 to 1 Home Secrets time with their child is quality time.
3. To ease their worries about school-related tasks by stressing the value of demonstrated behavior rather than correct answers to the Home Secrets tasks.
4. Enthusiastically praise the parents' participation.

You will probably want: (Who will take this job?)

Greeter _____ Refreshment Person _____

Trainer 1_____ Assistant 1_____

Trainer 2_____ Assistant 2_____

Sign-in_____ Childcare Helper_____

Steps in planning the Parent Session:

I. Greeters should have nametags and sign-in sheets as parents arrive. A sign-in table will control the number of parents in each group, approximately 15-20, and that insures that the Spanish group is together. All parents must sign in.

II. Preparing the Agenda

A. Parents go to small group meetings in assigned rooms.

B. A chart of the Home Secrets Procedures should be on display.

C. Introduction and welcome should be done by the greeter and each trainer.

D. Be cheerful - help parents feel comfortable.

III. The Parent Training Begins

A. Review procedures and dates.

B. Answer questions about the procedures.

C. Hand out packets, check for missing items.

D. Review each activity quickly. Talk about ways to extend or simplify each activity.

1. Discuss the format: materials, directions, evaluation

2. Talk about the value of the activity

3. Talk about ways to extend or simplify each one

E. Role play (with assistant, parent, or child). Select this activity in advance.

1. Child gives parent number

2. Child and parent do the activity together

3. Child and parent evaluate the activity together

4. Parent signs the activity sheet

5. Child returns sheet to teacher

F. Answer questions and comments. Repeat with a second activity if appropriate.

G. Hand out Suggestions and discuss with the parents.

IV. Materials You Will Need for the Parent Session

A. Nametags in various shapes and colors

B. Sign-in sheets, pens, refreshments

C. Chart of Home Secrets Procedures

D. Packets - sample of Home Secrets Numbers

E. Suggestion sheets for parents

Some questions you might be asked by parents:

Q: If I have two or more kids, do I have to go to all parent sessions?

A: You must attend at least one session.

Q: If I can't come to this session, can I still get a packet?

A: No, unless the coordinator or teacher wishes to arrange 15-30 minutes to review the packet and procedures with you. After you have attended one session, you may pick up other packets at the school on or after the night of that grade level session.

Q: Why do we have to send the sheets back if they are not being graded?

A: Because time and effort and a little money is spent on this and we need to be able to document that it is worth the effort to others and we need feedback to evaluate the activities.

Q: What do I do if a number does not come home on Tuesday or Thursday?

A: Wait one day, then if no number, call the teacher or school.

Q: I have 4 kids. I can't do all of them in one night session. What do I do?

A: Do two one night and send them back, then two the next night. As long as they get back within two or three school days, it's okay.

HOME SECRETS PROCEDURES*

1. Parents receive packets at the session.
2. Child is given number by teacher.
3. Child gives number to parent.
4. Parent looks in packet for corresponding number.
5. Parent does activity with child.
6. Parent signs activity sheet after doing activity.
7. Parent and child evaluate activity.

Fun Not Fun Hard Easy ✓

8. Child takes signed activity sheet back to teacher.

Notes:

- Home Secrets numbers will be sent home twice a week, Tuesday and Thursday, for ____ weeks, starting _____.
- Children must return the completed activities back to the teacher. They will not be graded.
- If there are any qeustions or problems, please call _____.
- Unused activity sheets are yours to keep and do on your own.

*These procedures should be posted in advance - either on a chart or on the chalkboard.

SUGGESTIONS FOR MAKING HOME SECRETS SUCCESSFUL AND ENJOYABLE

1. Show your genuine interest in doing the activity.
2. Set aside time that is free from other demands.
3. Show your child that you are also learning all the time, that in this activity you are "partners in learning".
4. Talk about what you are doing while you are doing it and afterwards.
5. Use simple sentences and show rather than tell if the activity allows you to.
6. Do not worry about doing something wrong.
7. Use phrases such as "let me show you another way" rather than "that's wrong".
8. Let your praise be specific rather than general, such as "you made those letters very straight", rather than "that's good".

HAVE FUN!!

* *

1. Muestre mucho interés al hacer las actividades con el niño.
2. Escoja un tiempo que esté libre de otras demandas.
3. Muestre a su niño que esta aprendiendo todo el tiempo, que en este actividad son compañeros en el aprendiz.
4. Durante y después de la actividad, platiquen de lo que están haciendo.
5. Use frases cortas. Si la actividad lo permite, enséñela al niño en vez de decirle no más como se hace.
6. No se preocupe de hacer algo incorrecto.
7. Cuando el niño comita un error, es mejor decirle "déjame enseñarte otro modo", que "eso está malo".
8. Anime el niño con palabras que decriben exáctamente lo que ha hecho. Ejemplo: "escribiste bien derechas esas letras", en vez de decirle cosas muy generales y inexactas, "muy bién".

¡DIVIERTENSE!

HOME SECRETS

PARENT MEETING AGENDA

I. Sign In

- Sign in sheets
- Child's name
- Teacher's name

Room Assignment Tags/Name Tags

- example, circle, triangle, square

II. Review Home Secrets Program and Procedures

- Purpose
- Tuesday/Thursday secret number days
- 7 week cycle - dates
- Questions

III. Review Each Activity

- Ways to extend or simplify
- Evaluation symbols

IV. Role Play One or Two Activities

V. Discuss Suggestions Sheet

Total Participants - 55

Lincoln - First Grade

	fun	not fun	✓ easy	Hard	Total ☺	☹	✓	X
1	𝍸 𝍸 𝍸 𝍸 III	I	𝍸 𝍸 IIII	II	23	1	14	2
2	𝍸 𝍸 𝍸 𝍸 I	I	𝍸 𝍸 𝍸	I	26	1	15	1
3	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸	IIII	𝍸 𝍸 𝍸 III	𝍸 II	30	4	18	7
4	𝍸 𝍸 𝍸 𝍸 𝍸 II	II	𝍸 𝍸 𝍸 𝍸	III	27	2	20	3
5	𝍸 𝍸 𝍸 𝍸 𝍸 II	II	𝍸 𝍸 𝍸 II	I	27	2	17	1
6	𝍸 𝍸 𝍸 𝍸 I	IIII	𝍸 𝍸 𝍸 I	𝍸	21	4	16	5
7	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 II	I	𝍸 𝍸 𝍸 𝍸 I	II	37	1	26	2
8	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 I		𝍸 𝍸 𝍸 I	IIII	36	0	21	4
9	𝍸 𝍸 𝍸 𝍸 II	IIII	𝍸 𝍸 II	IIII	27	4	17	4
10	𝍸 𝍸 𝍸 𝍸 II	III	𝍸 𝍸 𝍸 I	I	27	3	21	1
11	𝍸 𝍸 𝍸 𝍸 𝍸 IIII		𝍸 𝍸 𝍸 II	III	34	0	22	3
12	𝍸 𝍸 𝍸 𝍸 I	IIII	𝍸 𝍸 𝍸 II	I	31	4	22	1
13	𝍸 𝍸 III	II	𝍸 II	IIII	13	2	7	4
14	𝍸 IIIII		𝍸 𝍸 III	II	14	0	13	2
15	𝍸 III	III	𝍸 I	𝍸	8	3	6	5
16	𝍸 𝍸 IIII	III	𝍸 𝍸 I	𝍸 II	19	4	11	12
17	𝍸 𝍸 II		𝍸 𝍸 II		17	0	12	0
18	𝍸 𝍸 II	II	𝍸 𝍸	I	12	2	10	1
			* two easy	Total	429	37	288	58

* Eleven families did Spanish activities

Total Participants - 35

Garfield - Third Grade

	fun	not fun	✓ easy	Hard	TOTAL ☺	☹	✓	x
1	39		35	2	39	0	35	2
2	26	3	26	1	26	3	26	1
3	28	3	27	3	28	3	27	3
4	25	4	28	0	25	4	28	0
5	26	1	22	2	26	1	22	2
6	34	2	32	2	34	2	32	2
7	22	0	21	0	22	0	21	0
8	26	1	22	6	26	1	22	6
9	31	3	25	8	31	3	25	8
10	24	4	26	1	24	4	26	1
11	27	0	27	0	27	0	27	0
12	24	1	22	2	24	1	22	2
13	28	0	27	1	28	0	27	1
14	19	3	23	0	19	3	23	0
15	24	2	25	0	24	2	25	0
16	12	2	13	0	12	2	13	0
17	7	3	8	1	7	3	8	1
			* too easy	= coloring	Total 422	32	409	29

* 6 Families did Spanish Activities

Total Participants - 36

Kirkwood - Fourth Grade

	Fun	Not Fun	✓ Easy	Hard	Total ☺	Total ☹	Total ✓	Total x
1	𝍸 𝍸 ||||	||||	𝍸 𝍸 ||||	|||	9	4	9	3
2	𝍸 𝍸 𝍸		𝍸 𝍸 𝍸		10	0	10	0
3	𝍸 𝍸 𝍸		𝍸 𝍸 𝍸		10	0	10	0
4	𝍸 𝍸 𝍸 |||	|||	𝍸 𝍸 ||||	𝍸 𝍸 |	13	3	9	6
5	𝍸 𝍸 𝍸		𝍸 𝍸 ||||	|	10	0	9	1
6	𝍸 𝍸 ||||		𝍸 𝍸 |||	|	9	0	8	1
7	𝍸 𝍸 𝍸 𝍸 ||||		𝍸 𝍸 𝍸 𝍸 ||	|	19	0	17	1
8	𝍸 𝍸 𝍸 ||		𝍸 𝍸 𝍸 |		12	0	11	0
9	𝍸 𝍸 𝍸 𝍸 ||	||	𝍸 𝍸 𝍸 𝍸 |	|	17	2	16	1
10	𝍸 𝍸 𝍸 𝍸 𝍸 ||	||	𝍸 𝍸 𝍸 𝍸 𝍸	||	22	2	20	2
11	𝍸 𝍸 𝍸 𝍸 𝍸 ||	|	𝍸 𝍸 𝍸 𝍸 𝍸 |	|	22	1	21	1
12	𝍸 𝍸 𝍸 ||	|	𝍸 𝍸 𝍸 |||		12	1	13	0
13	𝍸		|||	|	5	0	3	1
14	𝍸 ||		||||	||	7	0	4	2
15	𝍸 𝍸 𝍸 𝍸 ||	|||	𝍸 𝍸 𝍸 𝍸 ||	|||	17	3	17	3
16	𝍸 𝍸 𝍸 ||||		𝍸 𝍸 𝍸 ||		14	0	12	0
17	𝍸 𝍸 𝍸	|	𝍸 𝍸 𝍸 |	|	10	1	11	1
18	𝍸 𝍸 𝍸 𝍸		𝍸 𝍸 𝍸 ||||	|	15	0	14	1

x 3 families did Spanish activities

Total

HEAD Start

Total Participants 33

	☺ Fun	✓ Easy	☹ Not Fun	2nd Hand	TOTAL ☺	✓	☹	✗
1	21	19	1	1				
2	14	13	3	2				
3	16	15	3	2				
4	14	13	1	2				
5	11	10	0	1				
6	17	15	0	3				
7	9	8	0	0				
8	14	12	0	1				
9	9	10	0	1				
10	11	10	2	1				
11	6	6	1	1				
12	13	13	1	1				
				TOTAL	155	143	12	16
					1			

- 1993 -

HEAD Start

Total Participants 37

Bilingual ESOL Home School:

ASSESS	☺ FUN	✓ EASY	☹ NOT FUN	✕ HARD	TOTAL ☺	TOTAL ✓	TOTAL ☹	TOTAL ✕	.....
1	𝍸 𝍸 III	𝍸 𝍸 II	I	II	13	12	1	2	-
2	𝍸 𝍸 III	𝍸 𝍸 II		II	13	12	0	2	
3	𝍸 𝍸 II	𝍸 II	II	II	9	7	2	2	..
4	𝍸 𝍸	𝍸 𝍸	I	I	10	10	1	1	-
5	𝍸 𝍸 III	𝍸 𝍸 I		III	13	11	0	4	
6	𝍸 III	𝍸 III	I	I	9	9	1	1	..
7	𝍸 IIII	𝍸 II		I	9	8	0	1	..
8	𝍸 I	𝍸	III	IIII	6	5	3	4	...
9	𝍸 II	𝍸 II	II	I	7	8	2	1	...
10	𝍸 𝍸 III	𝍸 𝍸 III			13	6	0	0	
11	𝍸 II	𝍸 I			2	2	0	0	..
12	0	II							....
				TOTAL	104	90	10	18	
					1				

original

Appendix -D2

-1993-

HEAD-START

Swansyside Home Scores

TOTAL Interviews = 54

	FUN	EASY	NOT FUN	HATE
1	11	10	4	3
2	2	2	2	3
3	3	3	1	3
4	5	5	1	5
5	5	6	2	2
6	4	4	1	4
7	8	8	2	2
8	5	6	2	2
9	2	3	1	1
10	3	3	2	
11	5	5	1	1
12	2	4	2	1
Total	49	103	26	27

TOTAL

	☺	✓	☹	✗
1	17	15	5 =	3
2	7	3	2 =	3
3	14	8	1 =	3
4	15	10	2 =	5
5	15	11	2 =	2
6	15	9	3 =	4
7	17	13	2 =	2
8	15	11	2 =	2
9	7	4	2 =	1
10	8	5	2 =	1
11	6	5	1 =	1
12	7	4	2 =	1

MEDIC STACK

TOTAL Participants 66 — YAKIMA CCLC Home Secrets

	☺ FUN	✓ EASY	☹ NOT FUN	✗ HARD	☺	✓	☹	✗	
1	IIII IIII IIII	IIII IIII I	I	II	14	11	1	2	
2	IIII IIII IIII	IIII IIII IIII	IIII	IIII	15	14	4	5	
3	IIII IIII IIII II	IIII IIII IIII	II	I	18	17	2	1	
4	IIII IIII IIII IIII I	IIII IIII IIII IIII I		II	26	26	0	2	
5	IIII IIII IIII IIII	IIII IIII IIII I		II	19	18	0	2	
6	IIII IIII IIII	IIII IIII III	III	III	15	13	3	3	
7	IIII IIII IIII IIII I	IIII IIII IIII IIII I	IIII	II	26	26	4	2	
8	IIII IIII IIII IIII IIII	IIII IIII IIII IIII I		III	29	26	0	3	
9	IIII III	IIII III			8	8	0	0	
10	IIII IIII IIII	IIII IIII IIII	I	I	20	20	1	1	
11	IIII IIII III	IIII IIII IIII	I	I	15	15	1	1	
12	IIII IIII IIII	IIII IIII IIII		I	19	18	0	1	
								/	
				TOTAL	329	212	16	23	
						1			

Appendix D-2

HOME SECRETS CERTIFICATE

Presented to _____

for completing the 1982-83 Home Secrets program which involved 1 hour of parent education training and led to 200-300 minutes spent together between parent and child doing educational activities at home.

Your school and the Basic Educational Skills Project, congratulates you!

April 22, 1983

Dear Parents:

The Home Secrets Program is now over. Here are the activities you and your child have completed over the past seven weeks. The packet is yours to keep, all remaining activities are yours to do and enjoy.

We thank you for your participation in the program and we are happy to send you the attached Home Secrets certificate. We hope the time you and your child spent doing Home Secrets was enjoyable and worthwhile. We hope you were able to benefit from the program by watching and helping your child learn.

In the future, there will be more parent involvement programs and activities, we hope you will continue to participate in them and encourage other parents to do so also. Please feel free to at any time give us suggestions and ideas for future parent involvement programs.

Thank you!

Norma Martinez

Norma Martinez and
B.E.S. Staff

22 de abril, 1983

El programa de Secretos de Casa ya se termino. Aquí están las actividades que su familia ha completado durante las siete semanas. El paquete y las actividades que quedan, son de ustedes para que los hagan y se diviertan con su familia.

Queremos darles gracias por su participación en el programa y estamos alegres en mandarles el Certificado de Secretos de Casa. Esperamos que fue una experiencia divertida y valio la pena para usted y su niño/a. Esperamos que fue un beneficio para usted por ver y ayudar a su niño/a aprender.

En el futuro vamos a tener otros programas y actividades para envolver a los padres. Esperamos que usted pueda continuar a participar y ayudar animar a otros padres a que participen. Sientese libre a cualquier tiempo en dar nos sugestiones y ideas para programas de envolver padres.

Muchas Gracias!

Norma Martinez

Norma Martinez y
los empleados de B.E.S.

HOME SECRETS PROGRAMS - Recommendations for Continuation

A. Person(s) Responsible

1. A Coordinator at the building or center level

2. Planners

   a. secretaries
   b. supervisors/principals
   c. parent volunteers
   d. parent coordinators, assistants, home visitors

3. Trainers

   a. teachers
   b. aides

B. Critical Elements to be Maintained

1. Parents must attend training session

2. Child care must be provided

3. Activity sheets must be printed in English and Spanish

4. Teachers must send Home Secrets numbers as scheduled

5. Supplies must be provided in all packets

6. Parents must evaluate/Teachers must collect sheets

7. Cycle must be between 5 weeks minimum to 8 weeks maximum

8. Parents should receive a certificate upon completion

C. Ways to Reduce Cost

1. Budget at the building level

2. Keep only the number of sheets required for the cycle

3. Do not pay teachers to conduct training

4. Do fundraising for Home Secrets supplies

5. Do not send out as many flyers and reminders

6. Do not provide refreshments at meetings

BESAC 4/14/83

THE BEST OF BES
MADE BY TEACHERS
COMPILED BY SEDL, AUSTIN, TX.
FUNDED BY ACYF, WASHINGTON, DC